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ABSTRACT

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the seventh of nine instructor guides offers a system for monitoring and reporting student progress. Example documents include a sample learner task proficiency profile, guidelines for using the learner task proficiency profile, and a blank copy of the profile. (SBH)

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INSTRUCTOR'S GUIDE

# MONITORING THE STUDENT'S INDIVIDUALIZED VOCATIONAL PLAN

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The report presented herein was prepared pursuant to Grant No. OEG007604835 from the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement should be inferred.

## INTRODUCTION

The degree to which the student's IVP is successfully implemented will largely be determined by the procedures used to assess student progress throughout the school year. The plan itself is of limited worth unless specific strategies for reviewing and updating are established and implemented. The purpose of this guide is to offer a system for monitoring and reporting student progress.

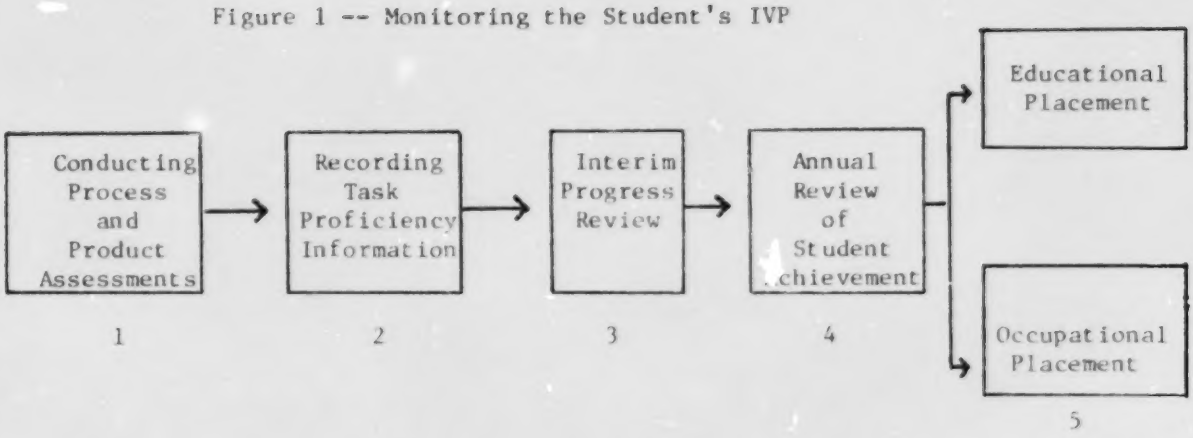
## GUIDELINES AND CONSIDERATIONS

Suggestions for conducting process and product assessments were offered in Guide 6. These assessments are basically task specific. The information gathered is to be used by instructor and student to increase performance on a given task. Although there may be occasion to share these data with others, the main use is for serving as a feedback mechanism between instructor and student.

The information offered within this guide has a similar intent and could be viewed as an expansion of Guide 6. Data on student task proficiency are to be collected throughout the school year and reported to the IVP team members to determine if modifications in the learner's program are in order. Suggestions for organizing these data and for reporting the information to IVP team members are presented in this section.

Figure 1 graphically portrays the tie-in between performance assessment activities (Guide 6) and activities related to monitoring the student's IVP.

Figure 1 -- Monitoring the Student's IVP




The first four stages in Figure 1 encompass the major data collection and information reporting points during the course of the school year. The fifth stage represents student placement following program completion, either in the world of work or continued tenure in an educational setting. In the case of concurrent work-education program placement, both would occur simultaneously. Also, the student's placement could be from a secondary level program to a post-secondary institution. Stage 5 will receive further attention in Guide 8 (Conducting Student Follow-up) and Guide 9 (Conducting Employer Follow-up). The information remaining in this section will concentrate on Stages 1 through 4.

*Stage 1* - Conducting Process and Product Assessments

The data collected on the level of student competence in employment-related tasks (Guide 6) are to be used in developing a cumulative profile on student progress. The format for, and the use of this profile is presented in subsequent stages.

*Stage 2* - Recording Task Proficiency Information

A continuous recording of student proficiency can be maintained through the use of the Learner Task Proficiency Profile. A completed sample copy of this profile, along with a cover sheet for identifying the learner and her/his progress levels can be found in Example Document #1. A detailed description of how to use the Learner Task Proficiency Profile is presented in Example Document #2a. A blank copy of this profile is located in Example Document #2b.

*Stage 3* - Interim Progress Review

Procedures for periodic review and update of the student's IVP will be necessary to examine the feasibility of the plan in view of the learner's current level of functioning. This review is to be conducted by the IVP team members. The Learner Task Proficiency Profile should serve as the tool for reporting the student's present achievement level to the team. The profile is to be discussed in relation to the content within the IVP. For instance, a comparison can be made between special services identified in the original plan and special services delivered to date. If a discrepancy is discovered, and the team considers this to have an adverse effect on student performance, then corrective measures will need to be taken, with the plan adjusted accordingly.

It is recommended that, at a minimum, an interim progress review be conducted at mid-year (January) or at a time near the end of the first semester.

*Stage 4* - Annual Review of Student Achievement

The annual review of the student's achievement is to be held toward the closing of the school year. It is during this review that the IVP team examines the degree of student progress made and services delivered during the school year. This is to be accomplished by comparing the Learner Task Proficiency Profile with the original IVP. If the student is to continue at the public school secondary level, the team should prepare recommendations for educational placement. If graduation is in sight, or the student has decided to leave school, then the discussion should center on job placement concerns and follow-up plans. In addition to the annual review, the learner's profile can serve as a useful tool in communicating performance information to a variety of audiences such as prospective employers, outside training agencies and future instructors.

## FOR FURTHER INVESTIGATION

*For additional information on the subject of monitoring the learner's individualized plan see:*

Blankenship, Colleen. Illinois Interim Resource Manual for Preparing Individualized Education Programs. Springfield, Illinois: Specialized Educational Services Department, Illinois Office of Education, 1977.

Cegelka, Patricia T. and Phillips, Misha W. Individualized Education Programming at the Secondary Level. Teaching Exceptional Children, Spring, 1978, pp. 84-87.

Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston, Mass.: Allyn and Bacon, Inc., 1977.

Phelps, L. Allen and Wentling, Tim L. A Proposed System for the Identification, Assessment and Evaluation of Special Needs Learners. Journal of Industrial Teacher Education, Spring, 1977, pp. 19-35.

Torres, Scottie (ed.). A Primer on Individualized Education Programs for Handicapped Children. Reston, Virginia: Foundation for Exceptional Children, 1977.

EXAMPLE DOCUMENT #1

A LEARNER TASK PROFICIENCY PROFILE*

*for*

Mary Phils

Area of Vocational Preparation Horticulture Instructor(s): Betti Smith (Voc. Instructor)

School: Maple Grove High School Ed James (Remedial Instructor)

*The above-named student has demonstrated the occupational skills described by the attached form. The criteria described below can be used to interpret the level of skill development attained by the student.*

Occupational Performance

- *Introduced - the student/learner has become acquainted with the general task, as well as its function and/or purpose through previous experiences or instruction. However, the learner has not yet begun to develop or demonstrate any significant, recognizable competency in performing the task.*
- *Partial Mastery - the student/learner has begun to develop and/or demonstrate minimal competence in performing selected parts of the task.*
- *Mastery - the student/learner has developed and/or demonstrates a satisfactory level of competence in performing this task.*

Special Assistance/Services Provided

- *Introduced - the student/learner has become acquainted with the basic skill or concept through previous experience and/or instruction.*
- *Partial Mastery - the student/learner has demonstrated some capacity to perform the basic skill, and/or interpret and apply the basic concept.*
- *Mastery - the student/learner is capable of accurately and repeatedly performing the basic skill, or interpreting and applying the basic concept.*

*This profile represents a modified version of the Learner Performance Record appearing on pages 330, 331 and 333 in Phelps, L. Allen and Lutz, Ronald J., Career Exploration and Preparation for the Special Needs Learner. Allyn and Bacon, Inc., 1977. Permission granted for use herein by both publisher and authors.

EXAMPLE DOCUMENT #1

LEARNER TASK PROFICIENCY PROFILE

*PART A: Occupational Performance* *Learner:* Mary

| OCCUPATIONAL TASKS | LEARNER PROGRESS | Introduced | Partial Mastery | Mastery | | DESCRIPTIVE ASSESSMENTS | DATE |
|---|---|---|---|---|---|---|---|
| Receiving customer orders over the telephone | | ✓ | | | 1 | can describe the steps involved | 10/5 |
| | | | ✓ | | 2 | needs to improve initial greeting and price quotation responses | 10/9 |
| | | | | ✓ | 3 | can perform actual transaction efficiently and efficiently | 10/18 - 10/24 |
| Operating the cash register | | | | | 1 | | |
| | | | ✓ | | 2 | is accurate in recording, but needs to increase speed | 11/1 |
| | | | | | 3 | | |
| | | | | | 1 | | |
| | | | | | 2 | | |
| | | | | | 3 | | |
| | | | | | 1 | | |
| | | | | | 2 | | |
| | | | | | 3 | | |
| | | | | | 1 | | |
| | | | | | 2 | | |
| | | | | | 3 | | |

PART B: Special Assistance/Services Provided Learner: Mary

| BASIC SKILLS/CONCEPTS | LEARNER PROGRESS | Introduced | Partial Mastery | Mastery | DESCRIPTIVE ASSESSMENTS | DATE |
|---|---|---|---|---|---|---|
| making change | | | | | 1 | |
| | | | ✓ | | 2 can readily handle transactions involving even numbers | 11/2 |
| | | | | ✓ | 3 can make add and even change transactions (6 out of 6 trials) | 12/6 |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |

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EXAMPLE DOCUMENT #2a

## Guidelines for Using the Learner Task Proficiency Profile

1. Part A of the profile focuses on assessment of specific occupational competencies. On the front side of the form there are spaces for occupational tasks to be evaluated. A task is a short-term objective which was discussed and developed in Guide 4. For each cluster or unit area, a descriptive task statement should be placed in the box on the left of the form.

2. Three different levels of learner progress are used in Part A of the profile. Detailed descriptions of each of these criterion levels are provided on the cover sheet of the profile. In assessing the level of learner progress on a given task, an "x" or check (✓) is placed in the appropriate box and the date of the assessment (rating) is noted in the far right column.

3. To the immediate right of the rating columns, three spaces are provided. These spaces are to be used in describing the specific, operational level of performance attained by the learner. Also, a number appears in each of the three spaces. Ideally, special needs learners should be assessed prior to the instruction (#1), during instruction (#2), and at the termination of instruction (#3). As each level of progress is attained, specific descriptive criteria should be added for each rating.

   For instance, suppose that at the time of the first rating a learner is rated as "partial mastery" in a given task. Greater understanding of what is meant by the "partial mastery" rating is also needed. Under "Descriptive Assessments" a brief statement indicating that for the task of "typing business letters" the learner can already perform this task at "40 words/minute with less than 5 errors." These latter phrases would be needed to describe specifically what is meant by the rating of "partial mastery." These phrases are based on the criteria established for each task. Similar descriptive assessments should be entered on the profile form whenever a rating is made.

4. Part B of the profile (Special Services/Assistance Provided) involves compiling assessment results on the learner's attainment of basic skills/concepts. Here the basic skills/concepts in which specific remediation or special instruction is given should be listed. Not all basic skill areas need to be listed--only those for which specific service was provided, as identified on the learner's IVP. The vocational instructor should work with the person(s) providing special services in preparing Part B of the profile (e.g., reading specialist, counselor, tutor).

   The three levels of learner progress for Part B are related to skills/concepts taught in special service areas. If, for example, the occupational instruction focused on stock handling, one of the basic skills taught by the person providing special instruction may have been "reading requisition forms" or "adding column totals." The learner's progress in each of these basic skills is assessed and

rated periodically in a manner similar to that used in Part A. Check marks or dots can be placed in the appropriate boxes when certain levels of progress are achieved. Here again, brief descriptive assessment statements should also be provided.

Example Document #1 provides a further illustration of how the Learner Task Proficiency Profile is to be completed.

EXAMPLE DOCUMENT #2b

A LEARNER TASK PROFICIENCY PROFILE

*for*

_____

Area of Vocational Preparation_____ Instructor(s):_____

School:_____

*The above-named student has demonstrated the occupational skills described by the attached form. The criteria described below can be used to interpret the level of skill development attained by the student.*

Occupational Performance

- *Introduced - the student/learner has become acquainted with the general task, as well as its function and/or purpose through previous experiences or instruction. However, the learner has not yet begun to develop or demonstrate any significant, recognizable competency in performing the task.*
- *Partial Mastery - the student/learner has begun to develop and/or demonstrate minimal competence in performing selected parts of the task.*
- *Mastery - the student/learner has developed and/or demonstrates a satisfactory level of competence in performing this task.*

Special Assistance/Services Provided

- *Introduced - the student/learner has become acquainted with the basic skill or concept through previous experience and/or instruction.*
- *Partial Mastery - the student/learner has demonstrated some capacity to perform the basic skill, and/or interpret and apply the basic concept.*
- *Mastery - the student/learner is capable of accurately and repeatedly performing the basic skill, or interpreting and applying the basic concept.*

LEARNER TASK PROFICIENCY PROFILE

*PART A: Occupational Performance* *Learner:*

| OCCUPATIONAL TASKS | LEARNER PROGRESS | Introduced | Partial Mastery | Mastery | DESCRIPTIVE ASSESSMENTS | DATE |
|---|---|---|---|---|---|---|
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |
| | | | | | 1 | |
| | | | | | 2 | |
| | | | | | 3 | |

PART B: *Special Assistance/Services Provided* *Learner:*

| BASIC SKILLS/CONCEPTS | Introduced | Partial Mastery | Mastery | DESCRIPTIVE ASSESSMENTS | DATE |
|---|---|---|---|---|---|
| | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |
| | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |
| | | | | 1 | |
| | | | | 2 | |
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| | | | | 2 | |
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| | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |